

DIMENSIONS OF SCHOOL ATTACHMENT IN ELEMENTARY SCHOOL

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School attachment as a positive emotional attitude that develops continuously from the beginning of school and is affected by multiple dimensions. The degree of school attachment correlates with school performance and educational progress and it is reflected in the social relationships of pupils. Studies have shown that the attitude towards school is affected mainly by the quality of social relations, which can be primarily seen in pupils' relationship with peers, parents and teachers. Besides social relations, instructional methods applied in class, pupils' attitudes towards learning, school subjects and educational environment are emphasised (Eder & Mayr, 2000; Bürgisser, 2006; Nagy, 2015). The goal of our research is to outline a universal model of the emergence and development of dimensions affecting school attachment. A self-made questionnaire aiming to determine the factors influencing school attachment was filled out by nearly 300 elementary school pupils between the ages of 7 and 14. The primary objectives of this research included assessing the applicability of the instrument and to outline those dimensions that influence school attachment in the targeted age group. The questionnaire included factors identified and emphasized by the literature across 5 dimensions: social relations, lectures, background factors, institution, and extracurricular opportunities. Pupils assessed the statements on 5-point Likert scales. The instrument proved reliable. The results to date confirm the findings of the literature. The influence of peers, teachers and parents are predominant in forming attitudes towards the school. In the age group of 10 to 14 only peers have an important influencing role in addition to the increasing importance of the diversity of school subjects and instructional methods. Pupils' attitude towards learning has an emerging role in educational progress at this age, which is mainly due to this being the time when pupils start considering which high school to choose for their future studies. While interpreting the results, further correlations are being explored regarding class, grade and gender.